

DOCUMENT RESUME

ED 427 306

CS 013 433

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TITLE The Effects of Knowing Student Perceptions and Feelings about Reading in Combination with Teacher Views in Order To Increase Reading Motivation.
PUB DATE 1999-05-00
NOTE 47p.; M.A. Research Project, Kean University.
PUB TYPE Dissertations/Theses (040) -- Tests/Questionnaires (160)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Grade 3; Primary Education; *Reading Attitudes; *Reading Motivation; Reading Research; *Student Attitudes; Student Motivation; Teacher Attitudes

ABSTRACT

Reading is an important activity for all children to be able to do regardless of ability. Many children in classrooms around the country struggle with reading and need some extra support and attention. Determining student attitudes can help the teacher to provide the necessary services to those that need help to improve their reading. Students in four third-grade classes in a public school in Upper Manhattan completed the Elementary Reading Attitude Survey and the Reading Self-Perception Scale Survey. Using a reading attitude scale enables the teacher to check student reactions to different reading situations that reflect how they feel about reading. By allowing students to voice their feelings about reading through various surveys, teachers will likely be able to meet their needs with greater success. (Contains 17 references and 6 tables of data; appendixes contain the survey instruments and scoring sheets.) (Author/RS)

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**The Effects of Knowing Student Perceptions and Feelings
About Reading in Combination With Teacher Views
in Order To Increase Reading Motivation**

by

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**Presented in partial fulfillment of the requirements of
Master of Arts Degree**

Kean University

May, 1999

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ABSTRACT

Reading is an important activity for all children to be able to do regardless of ability. Many children in classrooms around the country struggle with reading and need some extra support and attention. Determining student attitudes can help the teacher to provide the necessary services to those that need help to improve their reading. Using a reading attitude scale enables the teacher to check student reactions to different reading situations that reflect how they feel about reading. By allowing students to voice their feelings about reading through various surveys, teachers will likely be able to meet their needs with greater success.

ACKNOWLEDGMENTS

With loving thanks to my husband, mother and father for encouraging me to further my education and for their support in helping me to achieve this goal. They have demonstrated the importance of hard work and dedication while faced with various obstacles.

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INTRODUCTION

Various researchers have explored student feelings about themselves as readers as well as their attitudes toward reading. Of those, Estes (1971), suggested that the use of a scale to measure student attitudes toward reading can provide teachers with an overview of student feelings about reading. The purpose of such a scale is to stimulate the student's desire to read; go beyond what is required in the classroom. The findings of this study suggest a student's total score is likely to be high if he/she has a positive attitude but low if he/she has a negative attitude toward reading. Further research indicated that children who have made positive associations with reading tend to read more often, for longer periods of time, and with greater intensity. When children feel negatively about reading, their achievement tends to suffer. These children will either avoid reading altogether or read with little involvement (Anderson, Fielding, and Wilson, 1988; Foertsch, 1992). Children should be given the opportunity to evaluate themselves as readers in order to help better their performance.

According to research done by Heathington (1979), key elements in any reading program should include a sufficient

amount of time devoted to reading each day, time free of interruptions, reading materials that appeal to the students, individual assessment, and student freedom to choose materials.

The elements mentioned above are related to the role motivation plays in the reading process. Mathewson (1976) showed the need for a positive attitude toward reading along with the importance of motivation. He developed a strategy for reading called "MIMS: Motivation in Middle Schools." This five step process included the following: assessment of student interest, grouping of students, assessment of student abilities, providing time for reading, and assessment of accomplishments. It is important to recognize that this process can be used as a tool for teachers to use in order to identify student attitudes toward reading.

Research conducted by Roettger (1980) found that when students have a high attitude toward reading they think of it as something that is needed to survive and succeed. Students who have a low attitude toward reading believe it will only help them to gain information in order to do well in school. Identifying the right books for students to read may stimulate their desire to read more often.

According to Stipek (1981), children are able to critically assess their peers' performance before their own performance.

This is due in part by a child's ability to recognize negative performance feedback of others before using such feedback in their own self-concept (Stipek and Hoffman, 1980b). When students have realized the difficulties of those around them, they are likely to ignore negative feedback about their own ability.

Research done by McKenna and Kear (1980) has shown that creating a positive attitude toward reading can be fostered through using various tools that have helped teachers to determine student attitudes and feelings. In order to have an effective reading program, it is important to understand the needs, wants, and desires of the students. Educators needed to be patient and help foster the learning style of each student. Although this required time, it is necessary in order to provide a positive reading environment for everyone. We are aware that every student learns at a different pace as well as uses various means to get there, however, we need to open all doors to learning in order to stimulate and nurture a child's ability to read.

Experts assume that children's attitudes in the process of learning to read have been ignored and that this was due in part by teachers not being able to conceptualize, measure, and address reading in an instructional manner (Athey, 1985).

HYPOTHESIS

To add evidence on this topic, the following study was undertaken. It was hypothesized that there is a high correlation between a student's attitude toward reading and the teacher's judgment about the student's attitudes and that there is also a significant difference between the way students perceive themselves as readers and how teachers perceive each student.

PROCEDURES

This study was conducted in a public school in Upper Manhattan using four grade three classes. Each class contained twenty-eight students and one teacher. Of the one hundred twelve students, ninety-six students participated during the administration of the Elementary Reading Attitude Survey (ERAS) and eighty-four students participated during the administration of the Reading Self-Perception Scale Survey (RSPS). The students ranged in ability for reading from low grade one level books during Golden Reading Hour to upper grade three books.

The four teachers were met one week prior to visiting the classrooms in order to explain what would take place. An Elementary Reading Attitude Survey and Reader Self-Perception Scale Survey package was prepared for each teacher. Each package contained a numbered survey for every student in her

class. The pages were numbered in order to keep a record of which paper belonged to which student. For example, packet number one belonged to the person whose name appeared first on the alphabetical class list. The teachers were given one week to complete their survey packages.

In order to participate in this project, each student needed to bring a permission slip signed by a parent or guardian to their teacher. The school policy was to notify all parents and guardians and ask for their permission in order to include their child's work in non-related school projects. Once gaining parental consent, dates were arranged and times were set aside during the school day for research to take place in the classrooms. Blocks of four hours were set aside over the course of two days. One hour per day was spent in each class.

The Elementary Reading Attitude Survey was administered during the first visit to determine each student's attitude toward reading. The survey consisted of twenty items and was given to the entire class. The students became excited when they saw Garfield pictured below each question. The moods of Garfield were discussed in great detail in order to ensure student understanding between the four pictures. Questions were answered before moving on.

It was further explained that together "we will read some statements about reading" and they should circle the appropriate pictures of Garfield according to their own feelings (very happy, a little happy, a little upset, very upset). The moods of Garfield were reviewed throughout the administration of the survey in order to prevent confusion.

After the completion of the survey, with the help of the classroom teacher, student survey papers were collected and combined with the previously completed teacher survey papers in order to ensure they were placed correctly in alphabetical order. At the end of the hour, we discussed Garfield in great detail. The students were excited to share what they knew about this fun cartoon character with the class. It was a relaxed and happy environment which helped the classroom teacher to switch gears and proceed with the required school curriculum. I thanked the children and classroom teacher for their time and support before moving to the next class.

* NOTE: Both surveys were administered to all four classes using similar techniques. *

The Reader Self-Perception Scale Survey was administered during the second visit to the class. It consisted of thirty-three questions and provided information of how children feel about themselves as readers. Each student was given a copy of

the survey and asked to read the directions to themselves. The directions were then read aloud and explained. The five answer choices were discussed in detail. They were written on the chalkboard as follows: SA = Strongly Agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly Agree

The sample question was tried together and last minute questions were answered before officially beginning the survey. Student progress was monitored throughout the period.

As the students completed their survey, it was collected and paper clipped to the corresponding teacher survey paper. The papers were arranged alphabetically after the last student handed in his paper.

Most students were tired after the completion of this survey since it required so much individual reading. Those students who were reading below middle grade two level during Golden Reading Hour were especially exhausted. The classroom teachers decided to play math games (that did not require too much reading) during the next class period. They felt the students would remain calm and enjoy this time to clear their minds in order to prepare themselves for the remainder of the day.

Each survey, student and teacher alike, was "graded" using the following scales:

Elementary Reading Attitude Survey
happiest Garfield = four points
slightly happy Garfield = three points
mildly upset Garfield = two points
very upset Garfield = one point

Reading Self-Perception Scale
SA = Strongly Agree (five points)
A = Agree (four points)
U = Undecided (three points)
D = Disagree (two points)
SD = Strongly Agree (one point)

RESULTS

Table I shows the mean difference between the samples' attitude

TABLE I

Teacher versus student attitude responses to reading

Sample	M	SD	t	r
Teachers	55.18	13.25	-4.74	0.295
Students	65.42	13		

Sig < .01

responses to reading as over 10 points (0.29). It also shows that this difference is statistically significant below its .01 level. Students' attitudes toward reading is markedly different from that of their teacher's view of their attitudes. The correlation between the two of .295 indicates that there is only

a 9% similarity between the teachers view of their students' attitudes toward reading and the students' self regarded views.

Table II shows the samples' views of the students as readers as

Table II
General Perception
Teacher versus Student

Sample	M	SD	t	r
Teachers	3.49	1.09	-6.06	0.08
Students	4.49	0.91		

Sig < .01

a significant difference of 1 point. It also shows that there is negligible correlation between the teacher's views and the student's self perceptions as readers.

Table III shows reading progress made by students as over

Table III
Progress

Samples	M	SD	t	r
Teachers	34.44	6.32	-3.87	0.27
Students	38.62	7.07		

4 points. It also shows the students' views of their progress is different from that of their teachers.

Table IV shows the mean difference between the samples' feelings

Table IV

Observational Comparison

Samples	M	SD	t	r
Teachers	19.24	6.4	-0.53	0.09
Students	20.3	6.64		

NS

about reading as slightly above 1 point. It also shows that the greatest similarity between students and teachers ratings in terms of the students self confidence in their ability to read.

Table V shows the mean difference between the samples' attitude

Table V

Social Feedback

Samples	M	SD	t	r
Teachers	30.9	7.68	-3.52	0.21
Students	35.5	8.62		

Sig < .01

toward social responses as above 4 points. It also shows the students perceive themselves as contributing more in a social setting than do their teachers.

Table VI shows there is a moderate correlation between the way

Table VI

Physiological States

Samples	M	SD	t	r
Teachers	28.64	8.47	-3.11	0.49
Students	33.05	9.18		

Sig < .01

students and teachers think about reading. The students view themselves as enjoying reading significantly more than do the teachers.

CONCLUSIONS AND IMPLICATIONS

Since the results were completely positive and the mean differences between the samples significant below the .01 level, but correlations negligible at best moderate, the hypothesis that there will be a high correlation between students attitudes toward reading and their teachers judgments about the students' attitudes was rejected. The hypothesis that there would be a significant difference between how students perceive themselves as readers and how teachers view their students was accepted. It was noted that students answered reading questions about themselves as honestly as possible while teachers answered the same questions about each student. There were no negative factors found toward the children's motivation to read. Each student learned something about themselves as readers as well as

about personal feelings and attitudes toward reading as they completed both surveys. Students and teachers alike did not lack the motivation needed to complete each survey. There was little commonality between student and teacher views. The students had a higher self perception of themselves as readers than the teachers. Each table of this study shows the student with a higher mean score. One area that this study seemed to impact was on the observational comparison between student and teacher since it shows the greatest similarity between student and teacher. Once the students truly understood the meaning behind each question, they were confidently able to answer them. Overall, the students and teachers seemed to enjoy the study since it enabled them to understand and appreciate their personal views and opinions about reading.

RELATED RESEARCH:

The Effects of Knowing Student Perceptions and Feelings
About Reading In Combination With Teacher Views
In Order To Increase Reading Motivation

Research conducted by Mathewson (1976) showed the need for a positive attitude toward reading along with the importance of motivation. He developed a strategy for reading called "MIMS: Motivation in Middle Schools." This five step process included the following: assessment of student interest, grouping of students, assessment of student abilities, providing time for reading, and assessment of accomplishments. It is important to recognize that this process can be used as a tool for teachers to use in order to identify student attitudes toward reading.

Roeder and Lee (1973) found that motivating children to read for their own enjoyment was a major objective of reading instruction at all levels. A survey consisting of twenty-five teacher-tested ways to encourage voluntary reading was created. The purpose of this survey was to discover which methods teachers have found to be the most effective in encouraging students to read for their own enjoyment.

According to Noland and Craft (1976), there are fifteen approaches available for a teacher to use in order to motivate the reluctant reader. They are as follows: remove technical obstacles to learning, high impact reading materials, individual and small group settings, chart self-concepts, simplified behavior modification, innovative uses of space and materials,

stress enjoyment of reading, success and touching, language experiences, student authors, aural experiences, positive control, realistic goal settings, games, and record keeping. The approaches mentioned above not only focus on needs of children, but are flexible and have been successful in causing students to want to read.

It was suggested that people attempt to enhance or protect their self-esteem by taking credit for success and denying responsibility for failure. Internal attribution of success and external attribution of failure are self-serving (Nicholls, 1975 and Riemer, 1975). Attributions of success and failure were studied by Wolosin et al. (1973) and reviewed by Miller and Ross (1973). Their findings indicate that there is evidence for self-enhancing attributions under success but not for self-protecting attributions under failure.

According to Ross et al. (1974), Sicoloy and Ross (1977), and Snyder et al. (1976), success is more internally attributed than failure because success is intended while failure is not. This is due in part by success/failure effects on effort and luck attributions rather than ability attributions since ability is not viewed as an intentional control.

Heider's (1958) balance theory stated that high self-evaluation is more consistent with an attempt to protect and/or enhance self-esteem than is low self-evaluation. This supports the idea that people with high self-esteem will engage in more self-serving attributions than people with low self-esteem. The following investigators tested the above idea: Feather (1969) found there to be no relationship between self-evaluation and casual attributions, Fitch (1970) stated that low self-esteem subjects attributed failure more to internal causes (ability and effort) than high self-esteem subjects, and Levine and Uleman (1975) found low self-esteem subjects attributed failure more to effort than subjects high in self-esteem.

Other researchers that investigated the attributions of success and failure were Deaux and Farris (1977). They studied the effect of sex linkage of task on evaluation of ability, effort, luck and task difficulty and found that males evaluated their ability as higher when the task was labeled masculine; females used luck to explain performance regardless of how the task was defined.

Zuckerman (1979) found that the tendency to accept responsibility for success and failure is related to personality and situational factors. He suggested that this relationship is

motivational for the following reasons: external situations deny responsibility for failure in order to defend themselves and more blame onto others, high self-esteem individuals have a greater need to make protective attributions following failure, high achievers take more responsibility for success in order to experience a greater reward for goal attainment, and females show less self-serving attributions because they are not as interested in masculine task and more concerned with the achievement of success and avoidance of failure.

Several researchers have attempted to measure reading attitudes of children. Of those, Rowell (1972) created an instrument called A Scale of Reading Attitude Based on Behavior. It consists of situations in reading that are representative of how children feel toward reading. Three categories of questions were selected: reading for pleasure, reading in content areas, and reading as it takes place in reading classes. The findings suggest that the development of positive attitudes toward reading is an important objective of any reading program. Determining reading attitude was decided using two ways: letting the student whose attitude is being measured read and use the instrument being used to measure attitude or letting an observer record the behavior of the student in various reading situations. One method has not proven to be more efficient

than the other.

Research done by Lowery and Grafft (1968) found that the attitudes of students were greatly affected by the supplemental use of paperback books. Boys and girls who used paperbacks showed significant increases in their number of positive attitudes and a decrease in their number of negative attitudes. It was apparent that there is something about the paperback book which has an important and positive effect on the attitudes of most students. This study was unable to pinpoint specific causes for changes in attitudes.

Research done by Daniel Fader (1968, 1971) suggested that paperback books were the only things that children who hated reading would read. When these reluctant readers looked at displays of paperback books around the classroom for an extended period of time, it eventually lead to an interest in reading them.

Estes and Johnstone (1977) suggested that the job of the teacher in directing children's efforts to read is to help them raise to consciousness what they know which will relate to what they are learning. It was suggested to help students to love reading by being certain that anything you ask a student to read is something he/she can read and will want to read. Children must come to see reading as something they do, rather

than as a task forced on them. Children should be given the opportunity to control their learning while the teacher serves to facilitate learning, making children free to learn with hopes that they will love it.

Research showed observation to be a useful method for teachers to use in order to assess children's feelings about reading as well as to determine weaknesses and strengths in reading skills (Alexander and Filler, 1976). Heath and Alexander (1978) created an observation checklist to assess reading attitudes which consists of ten yes/no questions and is used during a two-week period. It has been found that this checklist, which is used for assessment, is beneficial to teachers for the following reasons: it is a listing of behaviors children actually show to be positive and negative attitudes toward reading, it is quick and concise, it can be used as a diagnostic tool for examining reading in several environments, and it views reading behaviors over time and in many situations.

Weinstein (1976) found that teachers were more likely to make positive comments to members of lower reading groups after a correct answer or after completion of a reading turn, regardless of actual performance. Further research done by Brophy (1981) found that classroom evaluation often is not contingent on actual performance, but is a function of the

teacher's perceptions of the child, such as the student's need for encouragement. Teacher feedback and classroom conditions which emphasize differences between high and low achievers tend to affect student perceptions of their work. Students need to be given the opportunity to perceive themselves as successful and able. Teachers need to continue to provide effective management and instruction in order for students to continue to achieve.

Research done by Jackson (1968), Blumfeld et al. (1979), and Brophy (1981), demonstrate that teacher feedback is focused more on procedural issues than on academic ones and is heavily negative. When feedback concerns performance it is likely to be positive, but when it concerns conduct it is mainly negative. One way many students judge their academic competence is by how well they please the teacher and stay out of trouble (Minton, 1979; Blumfeld, Pintrich, et al. 1981; Stipek, 1981).

Evidence indicates that girls are more concerned with pleasing others and more committed to following classroom rules and being good. This suggests that females may be more sensitive to negative peer or teacher feedback than boys. Young children of both sexes view girls as more preferred by teachers, as more successful in school, and as more well behaved (Brophy and Good, 1974; Maccoby and Jacklin, 1974). Teachers need to be aware and treat all students with the same respect in order to help

nurture their desire to learn.

In contrast to the above, Dweck et al. (1978) concluded that the pattern of praise and criticism differs by sex. They found boys were being praised more for work and less for conduct, while girls are complimented more for conduct and less for work.

Henderson (1970) found that time spent reading varies among boys and girls due in part by socioeconomic status. Girls that were given more household chores than boys formed a low self-concept with a low attitude toward reading. Evidence has shown these girls were not exposed to a wide variety of reading material and were not encouraged to improve. Boys were not asked to perform too many household chores which allowed for more time that was spent reading. However, additional evidence showed that girls, although given the opportunity to take books from the library, were not able to completely enjoy reading since other tasks were time consuming and they were unable to devote their full attention to the text. The researcher noted that teachers recognized the difficulties many of their female students were facing and tried to nurture their reading wherever and whenever possible. More time for independent reading was set aside during the school day in an attempt to help develop and support positive reading attitudes for all children.

Research conducted by Cline and Kretke (1980) found that when students engaged in sustained silent reading over a period of time, their attitudes about reading books of their own choice, going to the library, and the importance of reading become more positive. Students need to be given the chance to enjoy reading and it is not something that can be forced. Collins (1980) reported that students who did sustained silent reading moved faster through their basal readers.

Children must see and sense that reading is valued (McCracken and McCracken, 1978). Being able to read is important to the development of a child and should be nurtured. During sustained silent reading, it was reported that teachers are responsible for providing students with a variety of reading material as well as allowing them to select material that interests them. This has encouraged even the "low" reader to want to read for enjoyment. It has been found that fears of reading have been put aside during sustained silent reading since students are only reading for themselves and are not worried about being tested or making a mistake in front of the class. Sustained silent reading is a simple yet effective technique for encouraging independent silent reading regardless of reading ability.

Anderson, Wilson, and Fielding (1988) suggested that teachers have an important influence on how much time children spend reading books during after-school hours. Their study showed that reading books was the out-of-school activity that proved to have the strongest association with reading proficiency.

Feather and Simon (1971) showed that the presence of a coacting partner brought out positive social motives. Subjects in their study tended to attribute another's success, more than their own, to ability and another's failure, more than their own, to bad luck. The subjects were extremely motivated to maintain a positive relationship and to present themselves in a modest manner. A related study by Wortman et al. (1973) also demonstrated the presence of positivity effects in the evaluation of another relative to oneself. Students will try to work together in order to produce the best work possible.

According to research done by Fisher and Bruss (1976) and Feinberg (1977), intelligence affects a child's viewing and reading habits. Students of lower intelligence watch more television, while those of higher ability turn to reading with increasing frequency as they mature. If extensive television viewing is continued, their ability to achieve declines. Rutstein (1972) found that teachers should learn to appreciate

how television shapes their students' views of themselves, of their friends, of school and of the world. Teachers should discover how television conditions students for formal education and use this knowledge in order to try to improve reading abilities of all students.

One of the basic problems that was discovered in teaching reading to below average readers is overcoming negative attitudes which have developed. A confirmation of this finding has been made by Speigler and Flierl (1960). They found that teachers receiving televised reading lessons greatly supported television instruction on the grounds that it was influential in changing negative attitudes toward reading. Reading instruction through television has proven to have some desirable effects upon the attitudes of pupils toward reading, particularly where negative attitudes are predominant. Children transfer the pleasure they gain from watching television into reading instruction through the television medium. Hurley (1962) found that television programs with a high interest value to children were instrumental in getting them to seek books in the library. Educators need to encourage our children to explore the world of reading and support their efforts to improve.

Johnson and Johnson (1974a, 1974b, 1975) found that while cooperation among students is more facilitative of education,

competition is more frequently emphasized. Promoting positive relationships between students and school has been obtained by nurturing a competitive school environment. It was stated that every person should have the ability to be either cooperative or competitive, depending on the situation, and that a well-adjusted person has favorable attitudes toward both. A highly social person may be able to both cooperate and compete appropriately, while a nonsocial person may want neither to cooperate nor compete in order to avoid people altogether. The more cooperative the student is, the stronger his competitiveness is related to personal worth. The authors noted that being competitive may push the "slower" reader to want to improve in order to keep up with the class.

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APPENDICES

APPENDIX A

October 26, 1998

Dear Parents and Guardians,

I am collecting research for a Reading program at Kean University in Union, New Jersey. I would like your permission to include your child in my study of grade three students. All of the information will be kept confidential. I will be at P.S. 28 on December 2 and 3, 1998.

Please **COMPLETE AND SIGN** the permission slip and return it to your child's teacher as soon as possible. Thank you.

Sincerely,

Mrs. Melissa Usen

YES _____ I **give** my child, _____, permission to participate in the research program.

NO _____ I **do not** give my child, _____, permission to participate in the research program.

APPENDIX B

Elementary Reading Attitude Survey

1. How do you feel when you read a book on a rainy Saturday?
2. How do you feel when you read a book in school during free time?
3. How do you feel about reading for fun at home?
4. How do you feel about getting a book for a present?
5. How do you feel about spending free time reading?
6. How do you feel about starting a new book?
7. How do you feel about reading during summer vacation?
8. How do you feel about reading instead of playing?
9. How do you feel about going to a bookstore?
10. How do you feel about reading different kinds of books?
11. How do you feel when the teacher asks you questions about what you read?
12. How do you feel about doing reading workbook pages and worksheets?
13. How do you feel about reading in school?
14. How do you feel about reading your school books?
15. How do you feel about learning from a book?
16. How do you feel when it's time for reading class?
17. How do you feel about the stories you read in reading class?
18. How do you feel when you read out loud in class?
19. How do you feel about using a dictionary?
20. How do you feel about taking a reading test?

ELEMENTARY READING ATTITUDE SURVEY

School _____ Grade _____ Name _____

1. How do you feel when you read a book on a rainy Saturday?



JIM Davis

2. How do you feel when you read a book in school during free time?



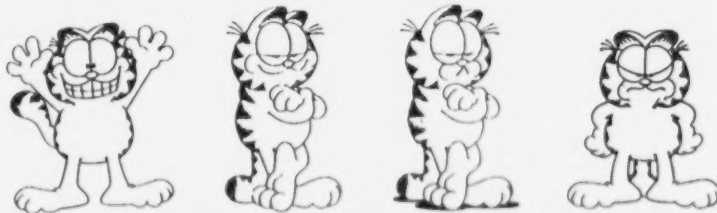
3. How do you feel about reading for fun at home?



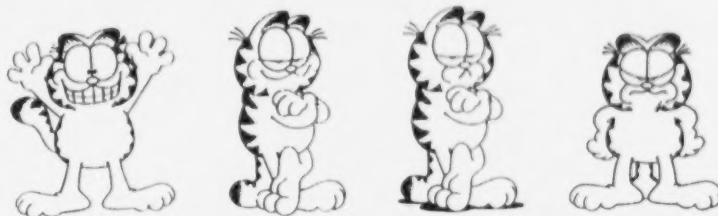
4. How do you feel about getting a book for a present?



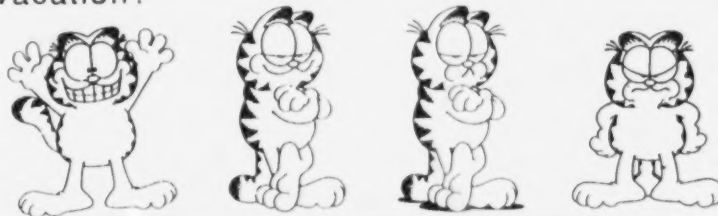
5. How do you feel about spending free time reading?



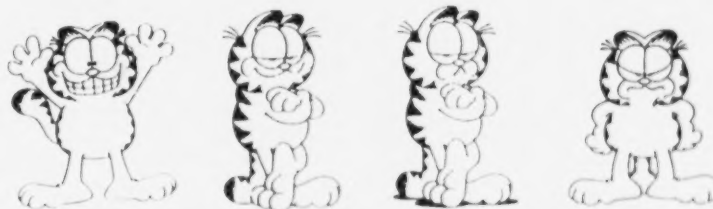
6. How do you feel about starting a new book?



7. How do you feel about reading during summer vacation?



8. How do you feel about reading instead of playing?



9. How do you feel about going to a bookstore?



10. How do you feel about reading different kinds of books?



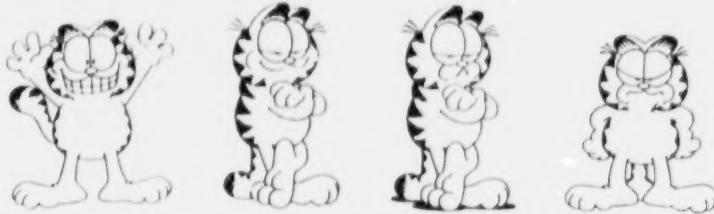
11. How do you feel when the teacher asks you questions about what you read?



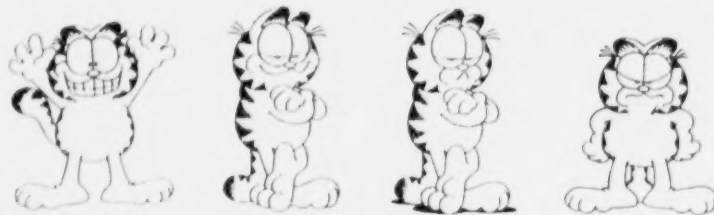
12. How do you feel about doing reading workbook pages and worksheets?



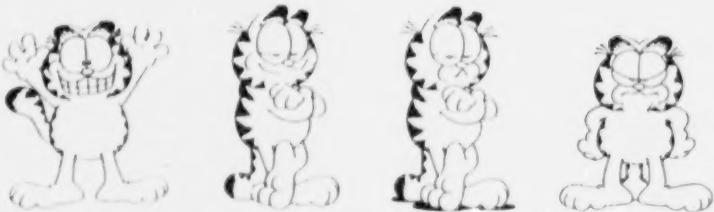
13. How do you feel about reading in school?



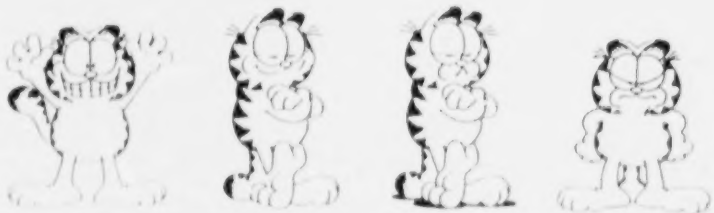
14. How do you feel about reading your school books?



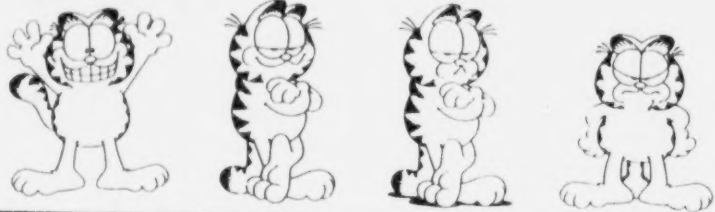
15. How do you feel about learning from a book?



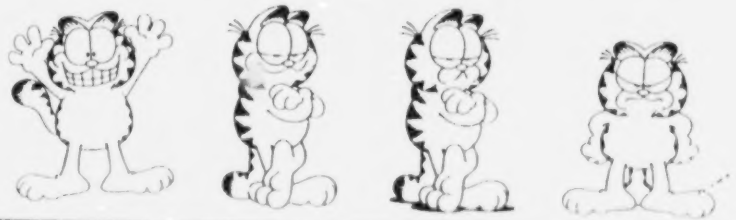
16. How do you feel when it's time for reading class?



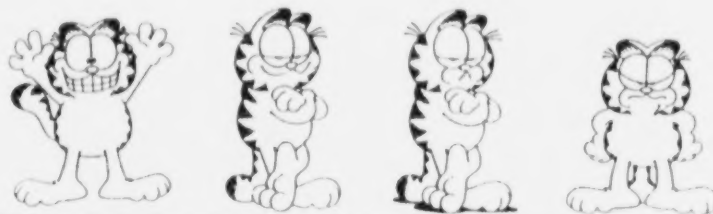
17. How do you feel about the stories you read in reading class?



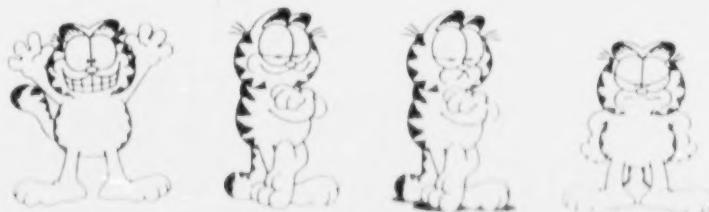
18. How do you feel when you read out loud in class?



19. How do you feel about using a dictionary?



20. How do you feel about taking a reading test?



APPENDIX C

Elementary Reading Attitude Survey Scoring Sheet

Scoring Guide:	4 points	Happiest Garfield
	3 points	Slightly smiling Garfield
	2 points	Mildly upset Garfield
	1 point	Very upset Garfield

Recreational Reading

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____

Academic Reading

11. ____
12. ____
13. ____
14. ____
15. ____
16. ____
17. ____
18. ____
19. ____
20. ____

Raw score: ____

Raw score: ____

Full scale raw score (Recreational & Academic): ____

APPENDIX D

The Reader Self-Perception Scale

- Listed below are statements about reading.
 - Please read each statement carefully.
 - Then circle the letters that show how much you agree or disagree with the statement.
 - Use the following:
 - SA - Strongly Agree
 - A - Agree
 - U - Undecided
 - D - Disagree
 - SD - Strongly Disagree
- Example: I think pizza with pepperoni is the best.
- If you are **really positive** that pepperoni pizza is the **best**, circle SA (Strongly Agree).
 - If you **think** that is good but **maybe** not great, circle A (Agree).
 - If you **can't decide** whether or not it is best, circle U (Undecided).
 - If you **think** that pepperoni pizza **is not** good, circle D (Disagree).
 - If you are **really positive** that pepperoni pizza **is not** very good, circle SD (Strongly Disagree).

-
- | | | | | | |
|--|----|---|---|---|----|
| 1. I think I am a good reader. | SA | A | U | D | SD |
| 2. I can tell that my teacher likes to listen to me read. | SA | A | U | D | SD |
| 3. My teacher thinks that my reading is fine. | SA | A | U | D | SD |
| 4. I read faster than other kids. | SA | A | U | D | SD |
| 5. I like to read aloud. | SA | A | U | D | SD |
| 6. When I read, I can figure out words better than other kids. | SA | A | U | D | SD |

7. My classmates like to listen to me read.	SA	A	U	D	SD
8. I feel good inside when I read.	SA	A	U	D	SD
9. My classmates think that I read well.	SA	A	U	D	SD
10. When I read, I don't have to try as hard as I used to.	SA	A	U	D	SD
11. I seem to know more words than other kids when I read.	SA	A	U	D	SD
12. People in my family think I am a good reader.	SA	A	U	D	SD
13. I am getting better at reading.	SA	A	U	D	SD
14. I understand what I read as well as other kids do.	SA	A	U	D	SD
15. When I read, I need less help than I used to.	SA	A	U	D	SD
16. Reading makes me feel happy inside.	SA	A	U	D	SD
17. My teacher thinks I am a good reader.	SA	A	U	D	SD
18. Reading is easier for me than it used to be.	SA	A	U	D	SD
19. I read faster than I could before.	SA	A	U	D	SD
20. I read better than other kids in my class.	SA	A	U	D	SD
21. I feel calm when I read.	SA	A	U	D	SD
22. I read more than other kids.	SA	A	U	D	SD
23. I understand what I read better than I could before.	SA	A	U	D	SD
24. I can figure out words better than I could before.	SA	A	U	D	SD
25. I feel comfortable when I read.	SA	A	U	D	SD
26. I think reading is relaxing.	SA	A	U	D	SD

- | | | | | | |
|--|----|---|---|---|----|
| 27. I read better now than I could before. | SA | A | U | D | SD |
| 28. When I read, I recognize more words
than I used to. | SA | A | U | D | SD |
| 29. Reading makes me feel good. | SA | A | U | D | SD |
| 30. Other kids think I'm a good reader. | SA | A | U | D | SD |
| 31. People in my family think I read
pretty well. | SA | A | U | D | SD |
| 32. I enjoy reading. | SA | A | U | D | SD |
| 33. People in my family like to listen
to me read. | SA | A | U | D | SD |

Draw a picture of yourself reading.

APPENDIX E

The Reader Self-Perception Scale Scoring Sheet

Scoring key: 5 = Strongly Agree (SA)
4 = Agree (A)
3 = Undecided (U)
2 = Disagree (D)
1 = Strongly Disagree (SD)

SCALES

General Perception	Progress	Observational Comparison	Social Feedback	Physiological States
1. _____	10. _____	4. _____	2. _____	5. _____
	13. _____	6. _____	3. _____	8. _____
	15. _____	11. _____	7. _____	16. _____
	18. _____	14. _____	9. _____	21. _____
	19. _____	20. _____	12. _____	25. _____
	23. _____	22. _____	17. _____	26. _____
	24. _____		30. _____	29. _____
	27. _____		31. _____	32. _____
	28. _____		33. _____	

Raw score ____ of 45 ____ of 30 ____ of 45 ____ of 40

Score interpretation

High	44+	26+	38+	37+
Average	39	21	33	31
Low	34	16	27	25